

<b>Post title:</b>	Executive Headteacher
<b>Salary range:</b>	L20 – L27
<b>Responsible to:</b>	The Alwyn and Courthouse (Primary) Federation
<b>Appraiser for:</b>	Senior leaders at Alwyn Infant School and Courthouse Junior School

### **Purpose**

---

The Executive Headteacher will carry out their professional duties in accordance with and subject to the provisions of the School Teachers' Pay and Conditions Document for Headteachers and the Headteachers' standards (2020). The Executive Headteacher is the substantive Headteacher of both schools in the federation, responsible for providing overall strategic leadership and leading, developing and supporting the strategic direction, vision, values and priorities of the federation and developing, implementing and evaluating the federation's policies, practices and procedures. The Executive Headteacher delegates operational matters to the Heads of School in line with the School Teachers' Pay and Conditions Document.

The Executive Headteacher role involves the careful balance of standardisation of effective practice with fidelity to the individual identities of each of the schools.

### **Domains**

---

#### **School culture**

- Establish and sustain the Federation's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils in the federation experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the federation and school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Ensure high expectations are balanced with support.

#### **Teaching**

- Establish and sustain high-quality, expert teaching in the federation across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

#### **Curriculum and assessment**

- Ensure a broad, structured and coherent curriculum entitlement, cohesive across the federation, which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership in each school in the federation, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics across the federation.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

#### **Behaviour**

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policies that reflects a whole federation approach.

- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the federation model and teach the behaviour of a good citizen.

#### **Additional and special educational needs and disabilities**

- Develop a whole federation approach to inclusion.
- Ensure the federation holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the federation works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure each school in the federation fulfils its statutory duties with regard to the SEND code of practice.

#### **Professional development**

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole federation and school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the federation, as well as within it, taking advantage of cross phase working between the schools in the federation and including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

#### **Organisational management**

- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher either school who applied to be paid on the upper pay range should be paid on that range (this cannot be delegated to Heads of School as per the School Teachers' Pay and Conditions Document).
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the schools within the federation to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

#### **Continuous school improvement**

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the federation's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

#### **Working in partnership**

- Forge constructive relationships beyond the federation, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.

- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
- Seek to establish partnerships with the local community and local media to improve the public perception of the federation.

**Governance and accountability**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the federation effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.